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ABSTRACT

The fourth annual progress report of this multimedia, self-instructional nursing education program is presented. Accomplishments are outlined, and the current state of the project is described. Also included are sections on the probability of attaining objectives, the impact of the project, and publications. Appended are descriptions of the study units which have thus far been developed and various other supplementary materials. (SH)

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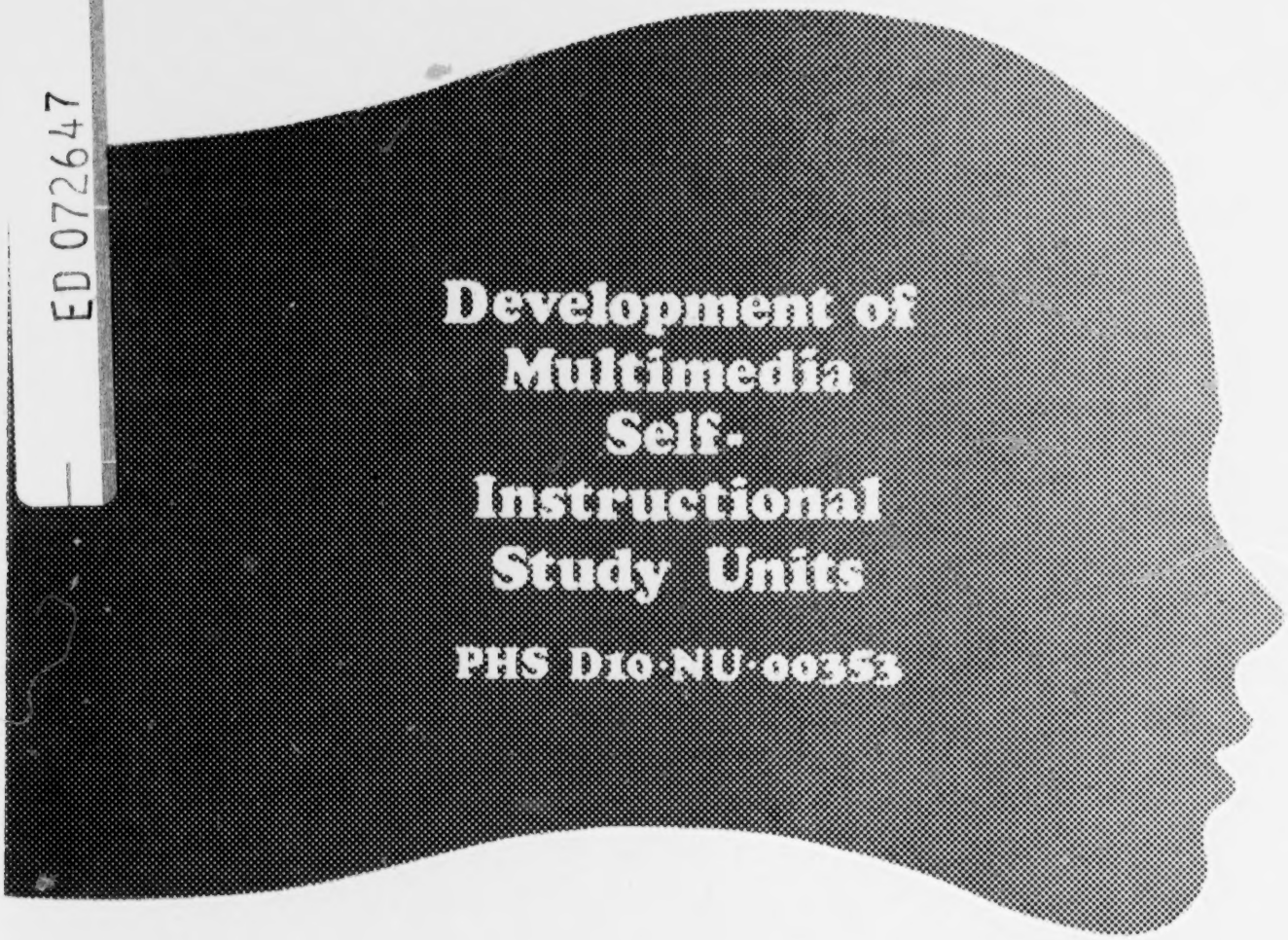

FOURTH ANNUAL
PROGRESS REPORT
December, 1972

University of Maryland
School of Nursing

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Development of Multimedia, Self-Instructional, Study Units

Fourth Annual Progress Report
April 1, 1972 through December 8, 1972

Division of Nursing
Project Grant for Improvement in Nurse Training

D10 NU 00353-04
Project Approval 4/1/69--3/31/74

Project Director, Ada M. Lindsey
December 8, 1972

UNIVERSITY OF MARYLAND
SCHOOL OF NURSING

DEVELOPMENT OF MULTIMEDIA, SELF-INSTRUCTIONAL STUDY UNITS
FOURTH ANNUAL PROGRESS REPORT
December 8, 1972

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DEVELOPMENT OF MULTIMEDIA, SELF-INSTRUCTIONAL, STUDY UNITS
FOURTH ANNUAL PROGRESS REPORT--NARRATIVE STATEMENT

A. ACCOMPLISHMENTS

Project Goals

This five-year project is designed to accomplish three major goals:

Provide opportunity for selected faculty members to explore, experiment with, utilize, and evaluate the effectiveness of newer educational approaches and technologies as they relate to nursing education.

Plan, develop, prepare, utilize and evaluate multimedia, self-instructional, study units.

Provide learning experiences for selected graduate students to experiment with preparing, utilizing and evaluating the effectiveness of multimedia, self-instructional, study units.

Implementation of the fourth project year continues to demonstrate achievement of these project goals.

Study Units Completed

The study units completed since the last progress report are:

Breast Feeding: (a series of three units)
- Part I, Antepartal Physiological Changes and Care of the Breast
- Part II, Nursing Intervention to Assist the Mother with Initial Feedings
- Part III, Health Care Measures for the Nursing Mother

Congenital Dislocated Hip
Essential Postpartum Nursing Care: Perineum
Forming Inferences, A Deliberate Process
Home Visit: (a series of three units)
Part I, Purpose
Part II, Interaction
Part III, The Home Setting
Infant Bathing
Pediatric Medication Administration: A Developmental Approach
Purposive Interviewing for Nursing Intervention: The Helping Interview, Parts I and II
Purposive Interviewing for Nursing Intervention: Identification of Themes in Communication
Rheumatoid Arthritis: Conquering the Crippler

Brief descriptions (including purpose, objectives, unit components and number of duplicate copies) of each of these study units are included in Exhibit I. Cost estimates of the 35mm slide and motion picture components of several representative study units are provided in Exhibit II.

In addition to these units, a six-minute film which briefly describes the project and the multimedia, self-instructional approach was completed. This "mini" documentary film was made in response to a request from the National Medical Audiovisual Center in Atlanta. Our film segment is to be included in a composite film being produced to demonstrate how media are being utilized in the education of health professionals. The script for the film we produced is included as Exhibit III.

This year, much attention has been directed toward revision of previously developed study units. The revisions are based on evaluation of the units by students, faculty and consultants. Study units which have been revised since the previous progress report are:

Artificial Feeding, Part I: Formula Preparation
Artificial Feeding, Part II: Infant Feeding Techniques
The Census Tract

Development Process for Multimedia, Self-Instructional Study Units
Essential Postpartum Nursing Care: Fundus
The Neurological Assessment Series:
The Cerebral Arteriogram
The Electroencephalogram
The Lumbar Puncture
The Pneumoencephalogram
Physical Characteristics of the Normal Neonate: Part I and Part II'
Portrait of Lisa
Reflexes in the Infant: Part I and Part II

Study Unit Test Results

To measure learning and to continue one facet of study unit evaluation, data from the pre-study and post-study measurements are still being collected for specific study units. Students are encouraged to participate in this study as it is necessary to have matched pre-study and post-study measurements. The data, therefore, represent only those students completing both measurements. As an example, data for three of the new study units are cited in Exhibit IV. In all cases, the mean modified gain score is well above 50%. This is inidicative that significant learning has occurred as a result of studying these units. In addition to the mean modified gain score, data collected include the pre-test mean and standard deviation, the post-test mean and standard deviation, the gain, and the post-test mastery.

Autotutorial Laboratory--Materials Available and Utilization

A list of the materials available in the Autotutorial Laboratory was distributed to all students and faculty at the beginning of Fall Semester. This list is incorporated as Exhibit V. Many commercially available multimedia materials were previewed by faculty; those purchased during this project year are listed in Exhibit VI. With the increase in materials available and the increase in student enrollment,

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there has been an increase in utilization of the AT Lab. Utilization of the multimedia, self-instructional materials during Spring Semester, 1972 is illustrated in Exhibit VII. Similar records are being maintained for this semester.

Ongoing Project Activities

All of the orientation and evaluation sessions described in previous reports have been continued.

Project faculty continue to be involved in working with selected graduate students. One graduate student participated in the development of a study unit and then did a comparative study of the effectiveness of learning from the study unit or from a manual. Her data are not yet completely analyzed. Another graduate student did a study of the effectiveness of television as a method for teaching clinic patients with pacemakers. A review of literature to evaluate programmed instruction used in nursing was an area selected for study by another graduate student. Three first semester graduate students have expressed interest in developing and testing study units in conjunction with thesis or seminar paper requirements. To date, they have identified the content areas of interest. A project faculty member worked with one baccalaureate student (R.N.) who developed a study unit as a project for one of her nursing courses. The faculty member is currently working with another baccalaureate student who id developing a study unit. These are cited as examples of the project faculty involvement with students.

The project faculty have continued their professional development; they have attended a variety of workshops and programs related to nursing and educational technology. The programs attended are listed in Exhibit VIII.

Publication Contract

After much deliberation, in October, the University of Maryland

School of Nursing signed an agreement with the Williams & Wilkins Company for the purpose of publishing selected multimedia, self-instructional, study units. The study units selected for the initial distribution phase are:

- Artificial Feeding, Part I: Formula Preparation
- Artificial Feeding, Part II: Infant Feeding Techniques
- Denver Developmental Screening Test, Part I: Preparation for Administration
- Denver Developmental Screening Test, Part II: Administration, Scoring, and Interpretation
- The Neurological Assessment Series:
  - The Cerebral Arteriogram
  - The Electroencephalogram
  - The Lumbar Puncture
  - The Pneumoencephalogram
- Portrait of Lisa
- Reflexes in the Infant, Part I and Part II

The Williams & Wilkins Company representatives have clearly demonstrated concern for and attention to maintaining the educational approach and integrity of these study units. We are very happy to be able to make our materials available to others through this company It is anticipated that study units in addition to those listed above will be selected for distribution also.

B. SIGNIFICANT PROBLEMS

The Community Health Nursing project faculty position has been vacant since the middle of September when the incumbant resigned to pursue full-time doctoral study at the University of Delaware. Active recruitment for the position has been an ongoing process.

The only other significant problem is the great amount of time involved in developing and completing these multimedia, self-instructional, study units.

C. CHANGES TO DATE IN INITIALLY APPROVED PLAN

There are no changes in the initially approved plan except that it has not been possible to complete forty multimedia, self-instructional, study units. Two of the faculty joined the project this year and have been involved in the orientation process for this educational approach, and the one faculty position has been vacant for several months. Also, much attention was focused on revision of a number of units. However, it is anticipated that twenty-six units will have been completed by the end of this project year and seventeen will have been revised. (Refer to Section A, Accomplishments and Section E, Work in Progress.)

D. PLAN FOR WORK IN THE COMING YEAR

Work for this next year will continue as originally stated in the project design. It will be necessary to plan for the termination of the project, as such. Administrative decisions will have to be made for implementation of this transition.

E. WORK IN PROGRESS

All of the regular ongoing project activities, such as evaluation, are always considered as work in progress.

New study units currently being developed include the following:

- The Birth of Renay's Baby--A Subjective Approach
- Developmental Milestones of Childhood (a series of five units)
- Man's Response to Anxiety
- Physical Assessment: The Normal Child
- Problems of Immobility: A Conceptual Approach (a series of three units)
  - Part I, Mechanisms
  - Part II, Physiologic Changes
  - Part III, Nursing Measures

Additional study units being revised are:

The Intracranial Aneurysm Series:

Part I, Introduction

Part II, Minimizing Stress

Nursing Care of a Child with a Congenital Dislocated Hip

It is anticipated that all the units listed above, the new ones and those being revised, will be completed by the end of this project year.

In September, an entirely new curriculum was initiated using a team teaching approach with a nursing core based on a system subsystems framework. At the end of Fall Semester, project faculty will meet with the team leaders to identify content to be developed in the multimedia, self-instructional format specifically for this new curricular approach. The rationale for waiting to develop these materials was to allow faculty a semester's experience with this new curricular approach to enable them to acquire a better perspective of the content they want prepared in multimedia, self-instructional format.

An audiotape speech compressor was used to compress the speech for selected audiotapes. The tapes will be available in both the regular format as well as the compressed speech version. The students will have access to either format. Next semester, records will be maintained to determine the frequency and type of use (e.g. review) for each audiotape format. If students frequently select and like the compressed speech version, plans will be made to have most of the tapes available in both formats.

Additional work in progress is the preparation of the materials for publications and the involvement with the Williams & Wilkins Company representatives for this distribution phase.

F. AFFECT ON PROBABILITY OF ATTAINING OBJECTIVES

All three project goals continue to be achieved to some degree as evidenced by Section A, Accomplishments.

G. IMPACT OF PROJECT

Statements relative to impact of project reported in the previous annual progress reports remain pertinent.

The Autotutorial Laboratory is open Monday-Friday 8:30 AM-10:00 PM and on Saturday 9:00 AM-4:00 PM. As additional multimedia, self-instructional materials have been made available, utilization of the materials by the students has continued to increase. A total of 3,980 material usages were recorded for Spring Semester, 1972. The records indicate that increasingly the students are selecting materials according to their perceived needs and interests as well as studying those that are required. (Refer to Exhibit VII, Utilization of Multimedia, Self-Instructional Materials, Spring, 1972.

A questionnaire surveying student opinions and attitudes about the Autotutorial Laboratory and the multimedia, self-instructional approach was distributed to the students this fall semester. Two hundred forty-seven responses were received; of these, 94% responded that they liked the multimedia, self-instructional approach for learning some nursing content. The 27% positive response to the item, "Have you had difficulty when checking out study materials?" reflects the deficit in numbers of copies of some of the materials. When one hundred to two hundred or more students are assigned one of the study units at one point in time, one copy or even ten duplicate copies are not sufficient to meet the need. While this begins to define a problem needing resolution, it also signifies some of the impact of the project. Tabulation of the questionnaire items is presented in Exhibit IX.

Examples of comments elicited from this survey include:

> "I like the self-instructional approach because one can go at one's own pace, can review the material at anytime, etc."
>
> "I really like the idea; it's an excellent way of learning material."
>
> "The Lab makes learning interesting and enjoyable. The pictures especially help me in recall of information. It's really good."
>
> "The Autotutorial Lab is the greatest thing that ever happened to education!"
>
> "I'd like more independent and self-study."

The project continues to have impact on other institutions and agencies also. Many people have visited the facilities and met with the project staff. The institutions and agencies represented by these visitors are cited in Exhibit X. Many people continue to write for information about the project; the list citing this distribution of information about the project is presented in Exhibit XI.

Two schools requested consultation visits by the project director; she visited Southern Missionary College, School of Nursing, Collegedale, Tennessee, May 10, 1972, and Houston Baptist College, School of Nursing, Houston, Texas, October 405, 1972.

Project faculty, upon request, have given a variety of presentations. The Community Health Nursing project faculty member participated in an inservice program for the Prince George's County Health Department, Bureau of Public Health Nursing. Excerpts from multi-media, self-instructional study units were used in the presentation. These same materials were used in an inservice program for the University of Maryland Community Pediatric Center.

The instructional technologist has participated in several programs. He presented a slide/tape/ student workbook program, "The Essential

Components and the Process of Instruction," for an Effective Instruction Workshop for the Inservice Education Special Interest Group of Maryland. He presented another slide/tape/student workbook program, "Instructional Objectives: What They Are, How to Write Them, and How to Use Them," at an Instructional Objectives Workshop for the Practical Nurse Educators Group of the Maryland League for Nursing. He served as Discussion Group Chairman at the Annual Meeting of the Health Sciences Communication Association. At the National Convention of the Association for Educational Communications and Technology, he presented a two-screen slide/tape program, "Development Process for Multimedia, Self-Instructional, Study Units," for the session, Case Study in Instructional Development. This was reported in the Convention Summary given in the June-July, 1972 issue of Audiovisual Instruction. He also participated in a faculty development workshop for the University of Maryland School of Dentistry. He served as director of the workshop component for developing instructional objectives. The Maternal-Child Nursing Department and the Baltimore City Health Department, Division of Child Health Services sponsored a conference, Nursing and the Multihandicapped Child. The instructional technologist discussed Performance Objectives and Evaluation of Behavior Change at this conference.

The project director participated in an inservice program for the faculty of Frederick Community College, Frederick, Maryland. She presented a slide/tape/film program demonstrating the multimedia, self-instructional approach. She participated in a conference, Media and Technology--Innovations in Medical Education, sponsored by the Division of Educational Media and Technology, the Johns Hopkins University School of Medicine presenting a slide/tape/film program, "Media--Implications for Nursing." She presented a slide program about the project for the University of Maryland School of Nursing Alumni Day Program. At the Howard University Media Awareness Conference she presented a slide/tape/film program, "Utilization of Multimedia, Self-Instructional, Study Units." She will participate on a panel for the Health Education Media Association Conference in Houston, Texas in January.

The Maternal Nursing project faculty member was requested in exhibit project-developed multimedia, self-instructional materials at the International Congress of Midwives in Washington, D.C. A very

positive response was received from this exhibit; many people want to use the study units that have been developed under this project.

It is assumed that the request from the National Medical Audiovisual Center to make a "mini" documentary film about our project and approach and the contractual agreement made with the Williams & Wilkins Company for publication of selected study units are also a result of the impact of this project.

H. PUBLICATIONS

There have been no publications resulting from the project this year; as cited in Section G, Impact of Project, several multimedia presentations about the project have been given.

BREAST-FEEDING, PART I:
ANTEPARTAL PHYSIOLOGICAL CHANGES AND CARE OF THE BREAST

Audience: Nursing students

Description: This is the first of a series of three units which deals primarily with promoting breast-feeding and assisting the mother in antepartal preparation of the breast for breast-feeding.

Assumptions: It is assumed that you can:

- identify the internal and external structure of the mammary glands.
- state the function of the mammary glands in the parturient woman.

Purpose: This unit will help you in assessing the physiological alterations and in teaching the care of the breast in preparation for breast-feeding.

Objectives: Upon completion of this unit, you will be expected to:

1. Describe the physiological alterations which occur in the breast as a result of pregnancy.
2. Differentiate between permanent and temporary changes in the breast as the result of pregnancy and identify factors that influence these changes.
3. Select the type of bra which should be worn during pregnancy and state the rationale underlying your selection.
4. Describe and/or demonstrate antepartal care of the breast in preparation for breast-feeding.
5. Identify normal, flat and inverted nipples and state prognosis for breast-feeding with the flat and inverted types.

6. Describe a method of treatment for inverted nipples in preparation for breast-feeding.
7. State at least five advantages of breast-feeding for both mother and baby.
8. Identify contraindications to breast-feeding given a list of diseases and/or conditions in the mother.

Components: Student Guide
Audiotape
85 Color 35mm Slides

Copies: 8 duplicate copies

BREAST-FEEDING, PART II: NURSING INTERVENTION TO ASSIST THE MOTHER WITH INITIAL FEEDINGS

Audience: Nursing students

Description: This is the second of a series of three units which focuses on important factors in breast milk secretions during lactation and the sucking of the baby.

Assumptions: It is assumed that you can:

- identify the internal and external structures of the breast.
- state the function of the mammary glands in the parturient woman.

Purpose: This study unit will help you in planning and implementing nursing intervention to assist both the mother and baby during the initial feedings from the breast.

Objectives: Upon completion of this unit, you will be expected to:

1. Describe the anatomy and physiology of lactation.
2. Describe the mechansim of milk secretion and milk expulsion during lactation and the factors which influence each.
3. Describe methods of positioning the infant during the feeding.
4. Specify anatomical positions which the mother should assume during the feeding for maximum comfort and relaxation.
5. Identify ways of stimulating the infant to suck from the breast and state the underlying rationale.

6. State the length of time in progressive order for feeding the infant from each breast beginning with day one until the maximum nursing time has been attained by the mother.
7. Describe the "usual" quality and quantity of milk produced by the breast if the infant is put to the breast consistently from the end of the first week until maximum milk production is attained.
8. State the rationale underlying complementary feedings.
9. List the symptoms of "primary engorgement" and state at least one measure for relief from each symptom listed.

Components: Student Guide
Audiotape
96 Color 35mm Slides

Copies: 8 duplicate copies

BREAST-FEEDING, PART III:
HEALTH CARE MEASURES FOR THE NURSING MOTHER

Audience: Nursing students

Description: This is the third and final unit of a series on breast-feeding. The care of the breast is described along with nutrition, rest, drugs and minor discomforts as they relate to breast milk and breast-feeding.

Assumptions: It is assumed that **you** can describe the:

- "normal" recommended daily dietary allowances of nutrients for an adult
- "normal" recommended daily dietary allowances of nutrients during pregnancy
- anatomy and physiology of lactation
- mechanism of milk secretion and milk expulsion during lactation.

Purpose: This study unit will help you to identify nursing measures that will assist the nursing mother and her baby in maintaining optimum health during lactation.

Objectives: Upon completion of this unit, you will be expected to:

1. Describe the care of the breast by the nursing mother.
2. Identify the functions of the natural secretions (milk, sebum and sweat) of the breast.
3. Select the type of clothing which should be worn by the nursing mother and state the rationale underlying your selection.

4. Identify items which can be worn to control milk leakage onto outer clothing.
5. State the difference between the diet of a lactating woman and a non-lactating woman with regard to calories, proteins, vitamins, minerals and fluid intake.
6. Describe the relationship between rest, nutrition and drugs on the production of breast milk.
7. Identify caked, cracked and fissured nipples and describe the treatment or care of these nipples.

Components: Student Guide
Audiotape
72 Color 35mm Slides

Copies: 8 duplicate copies

Exhibit I
Reference page 5

CONGENITAL DISLOCATED HIP

Audience: Nursing students

Purpose: This unit will help you to define the abnormality, congenital dislocated hip, and to identify children with an untreated dislocation.

Objectives: Upon completion of this study unit you will be expected to:

1. Briefly state the meaning of the terms dysplasia, subluxation, and complete dislocation of the hip.
2. State the best time to start treatment of a dislocated hip for optimum results.
3. State five symptoms which may be observed in an infant with a dislocated hip.
4. State at least five symptoms which may be observed in a child with a dislocated hip after weight-bearing has begun.

Components: Student Guide
Audiotape
32 Color 35mm Slides

Copies: 4 duplicate copies

CONQUERING THE CRIPPLER--RHEUMATOID ARTHRITIS

Audience: Junior and senior nursing students

Description: This study unit presents the current corrective surgery of total hip replacement, total knee replacement, and hand and foot replacements. (At this time total shoulder, elbow and wrist replacements are experimental.)

Purpose: This study unit will provide you with a frame of reference for reviewing your role in the comprehensive team approach in the management of rheumatoid arthritis.

Objectives: Completion of this unit will enable you to:

1. recognize the psychosocial effects from the chronic damage of rheumatoid arthritis.
2. identify the etiological theories and the pathophysiology of rheumatoid arthritis.
3. establish the nursing actions necessary to assist a patient and family during hospitalization and rehabilitation following reconstructive joint replacement especially the total hip and knee arthroplasty.

Components: Student Guide
Notebook with literature on arthritis
Audiotape
32 Color 35mm Slides
Display

Copies: 1 duplicate copy

ESSENTIAL POSTPARTUM NURSING CARE: PERINEUM

Audience: Junior nursing students

Assumptions: It is assumed that you:

- are familiar with the principles of patient-teaching and learning
- can describe the nursing process
- can describe the physiology of hemorrhoid development during pregnancy

Purpose: This unit will assist you in understanding the rationale underlying the administration of perineal care and will help you apply this information when assessing and planning nursing care for postpartum patients.

Objectives:

Written: Upon completion of this unit, given a written test, you will be expected to:

1. Describe the two key factors (rationale) underlying the administration of perineal care based on concept of health maintenance.
2. Identify the primary purpose of perineal care when administered to the postpartum patient and state the three (3) secondary purposes.
3. State and/or identify the purpose(s) of making a nursing assessment of the perineal region.
4. List the three nursing care goals of postpartum nursing care of the perineum and state the purposes of each goal.

5. Describe a procedure for the administration of perineal care when given a list of available equipment.
6. Identify possible causes of perineal discomfort and suggest two appropriate nursing measures for relief from each discomfort.

Clinical: Upon completion of this unit, you will be expected to execute the following behaviors in the clinical setting when assigned to postpartum patient(s):

1. Make a nursing assessment of the perineal region.
2. Administer perineal care (when indicated) and describe the rationale underlying your nursing action.
3. Teach self-care of the perineum.
4. Plan, implement and evaluate nursing care measures to alleviate perineal discomfort according to the nature of the discomfort and the degree of severity.

Components:

Student Guide
Measurements Response Booklet
Audiotape
112 Color 35mm Slides
Film, Silent

Copies: 10 duplicate copies

FORMING INFERENCES, A DELIBERATE PROCESS

Audience: Nursing students

Assumptions: In this unit it is assumed that:

1. the process of forming inferences is an integral part of nursing care;
2. analysis of interaction aids you evaluation of the usefulness of specific nursing action;
3. perception and the formation of inferences are related;
4. evaluating the effects of your behavior on others is essential to your professional growth.

In this unit it is assumed that you:

1. have skill in drawing conclusions from a given situation but this skill is not applied as a systematic process;
2. show your concern for others by functioning as a helping person;
3. have information and experience relative to dealing with people;
4. are sensitive to cues, i.e., you may not know their meaning but are aware of their presence;
5. utilize the concept of overt and covert behavior while caring for others, i.e., you recognize that the observable behavior may have underlying meaning;
6. are ready to explore how the process of forming inferences may expand or broaden your perception.

Purpose: This unit will show you how inferences formed. The use of the process of forming inferences, also referred to as assigning meaning to behavior, relies heavily on your experiences with people and sensitivity to your feelings as well as those of others.

The process of forming inferences is an inherent part of the nursing process. It has been isolated here for simplification to increase the awareness of your use of the process. The formation of inferences is preparatory to deliberate nursing action.

Objectives:

Upon completion of this unit when given a real or simulated situation, you will be expected to:

1. Identify factual information.
2. Form inferences from factual information.
3. Discriminate facts from inferences with 100% accuracy.
4. Correlate inferences with a specific fact(s).
5. State, or select from a list, the effects of using inferences in the nursing process (assessment, planning, implementation and evaluation).

Components:

Student Guide
Measurements Response Booklet
Audiotape
94 Color 35mm Slides

Copies:

10 duplicate copies

HOME VISIT: A THEORETICAL FRAMEWORK
PART I, PURPOSE

Audience: Nursing students prior to their first visit with a family in the home.

Description: This study unit is the first of a series of three. The series provides a theoretical framework for defining the home visit and identifying and applying principles which direct nursing care in the home. The basis for all three units is an operational definition of the home visit as purposeful interaction in the home setting.

Assumptions: It is assumed that:

- you define the nursing process to include assessment, planning, implementation and evaluation.
- the focus of nursing is man; the goal of nursing is to affect positively the health status of man; and the method for achieving this goal is the problem-solving approach, or the nursing process.
- the focus, goal, and method of nursing remain the same regardless of the setting in which nursing takes place.

Purpose: This study unit is designed to help you understand that the home visit is purposeful. Purpose is operationally defined to include goal and action.

Objectives: Upon completion of this study unit, you will be expected to:

1. Write a definition of the home visit.
2. Demonstrate your understanding that the home visit is purposeful by:

a. selecting from generally-stated purposes those which reflect goal-direction toward positive change in family behavior, and
b. selecting from generally-stated purposes those which reflect consideration of all phases of the nursing process.

3. Demonstrate your understanding of the criteria for the purpose for a specific home visit when given a hypothetical situation by:
   a. selecting from a list of purposes that which meets the criteria of clarity and specificity.
   b. identifying an unrealistic purpose and the limitation which makes the purpose unrealistic.
   c. identifying the problem when the stated purpose does not meet the criterion of flexibility.
   d. identifying the problem when lack of mutual determination of purpose exists.
   e. labeling the type of conflict involved in a situation where lack of mutual determination of purpose exists.

Components: Student Guide
Measurement Response Sheets
Audiotape
66 Color 35mm Slides

Copies: 10 duplicate copies

HOME VISIT: A THEORETICAL FRAMEWORK
PART II, INTERACTION

Audience: Nursing students prior to their first visit with a family in the home.

Prerequisite: It is assumed that you have met the objectives for the unit, "Home Visit: A Theoretical Framework, Part I: Purpose".

Purpose: This study unit will help you define the home visit as interactive and identify factors which affect interaction in the home visit.

Objectives: Upon completion of this study unit on a paper-and-pencil test you will be expected to:

1. Select descriptive phrases which support the statement, the home visit is interactive;
2. List the three elements in any interaction;
3. Name the participants in a hypothetical home visit interaction and differentiate their participation as direct or indirect;
4. Select the most accurate description of the relationship (status) of the nurse and family in the home visit;
5. Select the most accurate description of the length, intensity and duration of nurse-family interaction in the home;
6. Select the most important determinant of the length, intensity and duration of nurse-family interaction in the home;
7. Select the statement which best describes the effect of a given factor on interaction in the home visit;
8. List the two (2) instances which demand increased intensity of visiting and justify your response;
9. Explain the difference between social and therapeutic intimacy.

Components:	Student Guide Measurement Response Sheets Audiotape 94 Color 35mm Slides
Copies:	10 duplicate copies

HOME VISIT: A THEORETICAL FRAMEWORK
PART III, THE HOME SETTING

Audience: Nursing students prior to their first visit with a family in the home.

Prerequisites: It is assumed that you have met the objectives for Parts I and II of this series of study units.

Purpose: The purpose of this study unit is to help you identify and apply nursing action in the home setting.

Objectives: Upon completion of this study unit you will be expected to carry out the following behaviors on a paper-and-pencil test:

1. Given six statements of information relevant to the home setting, for each you will write the related focus of nursing action in the home;
2. Given a focus, you will select from examples, the nursing action which best illustrates the focus.

Components:
Student Guide
Measurement Response Sheets
Audiotape
78 Color 35mm Slides

Copies: 10 duplicate copies

INFANT BATHING

Audience: Nursing students

Purpose: This unit will help you learn how to give an infant a bath. Since the bathing method given in the unit includes rinsing the child in a tub or basin after soaping, it is appropriate only for infants who umbilical cords and circumcisions have completely healed. The information presented here may be applied to bathing an infant in the home as well as in the hospital.

Objectives:

Written: Completing this unit will enable you to:

1. State at least four benefits to the infant, other than cleanliness, which can be gained during the bath;
2. List the equipment which you will need to give an infant a bath;
3. List, in a logical sequence, the steps involved in bathing the infant, grouping them under the following major headings: preparing for bathing, bathing the head, bathing the body, dressing and returning equipment;
4. State the rationale for selected steps in infant bathing;
5. State the safety and/or confort measures which are based on given statements of rationale.

Clinical: Completing this unit will enable you to bathe an infant.

Components: Student Guide

Measurement Response Booklet
Audiotape
83 Color 35mm Slides
Film, Silent Super 8mm

Copies: 10 duplicate copies

PEDIATRIC MEDICATION ADMINISTRATION: A DEVELOPMENTAL APPROACH

Audience: Nursing students

Description: It is assumed that you have already learned how to calculate dosages and pour medications or will learn this information in the future by some means other than this unit. Here, you will learn: characteristics of child development which influence a child's acceptance of medications; general rules for medication administration applicable to both children and adults; methods of administering oral medications and intramuscular injections to children from infancy through school-age; and, selection of intramuscular injection sites. Each of the five sections of this unit is optional; a validation measurement is provided for each section so that you can determine whether you can meet the objectives for a section before skipping it.

Purpose: This unit will help you to administer oral medications and intramuscular injections to children from infancy through school-age.

Objectives: Completion of this unit will enable you to:

1. Describe developmental characteristics of children from infancy through school-age which relate to their acceptance of medications.
2. State general rules concerning medication administration which are applicable both to children and adults.
3. Describe methods and approaches which are helpful in administering oral medications and intramuscular injections to children from infancy through school-age.

4. State appropriate actions to take when children are uncooperative in receiving medications.
5. List selected safety precautions which are important when administering medications to children.
6. List the three main sites for intramuscular injections in children and locate each site on a diagram.
7. State which of the three main sites is appropriate for infants and small children; give the reason why it is appropriate.
8. State the advantages of the ventrogluteal site.

Components:

Student Guide
Pre-study and Post-study Measurement Response Booklet
Audiotape
128 Color 35mm Slides

Copies:

8 duplicate copies

PURPOSIVE INTERVIEWING FOR NURSING INTERVENTION: THE HELPING INTERVIEW, PART I

Audience: Nursing students

Description: This is the first of a series of two study units. It is designed to illustrate the physical and psychological techniques by which an interviewer obtains information which will aid in giving goal-directed psychological help to the interviewee. In Part I you will hear actual interview process illustrating the opening phase of the interview, its development, and the closing phase. In the opening, or initial phase, emphasis will be placed on establishment of identity, rapport, and trust. Also categories of relevant information will be outlined. The second phase will focus on means of encouraging focus and clarification of the interviewee's problem. In the closing phase, you will hear techniques for summarizing pertinent material, and bringing the interview to closure.

Part I and Part II consist of six successive interviews. Though you will hear each discreet phase of an interview in any one of the six sessions, it is easier to perceive the over-all development of the phases when all six interviews have been heard consecutively.

Purpose: The study unit will assist you in becoming acquainted with techniques for eliciting information about the problem(s) that bring(s) the interviewee to the interview and for communicating with the interviewee so as to insure mutual understanding of the nature of the problem(s). It also will assist you in

recognizing the necessity to create a physical environment conducive to productive communication.

Objectives: Completion of this study unit will enable you to:

1. recognize means to establish rapport and trust;
2. recognize communications to identify the patient's central problem, i.e.,
    a. seeking clarification
    b. giving indication of reception (acceptance)
    c. offering broad general openings
    d. giving broad general leads

Components: Student Guide
Audiotape

Copies: 5 duplicate copies

Exhibit I
Reference page 5

PURPOSIVE INTERVIEWING FOR NURSING INTERVENTION
THE HELPING INTERVIEW, PART II

Audience: Nursing students

Description: This is the second of a series of two study units. It is designed to further illustrate the techniques by which an interviewer maintains the communicative process with the client in order to offer psychotherapeutic intervention.

This unit illustrates techniques for accentuation of the central problem through restatement, reflection, and eliciting further data.

Purpose: This study unit will present you with examples of techniques you can use to assist the interviewee with modification of his identified problem through specific supportive maneuvers.

Objective: Completion of this unit will enable you to recognize therapeutic instances of:

- silence
- offering self
- making observations
- encouraging descriptions of perceptions
- restatement
- reflection
- summary

Components: Student Guide
Audiotape

Copies: 5 duplicate copies

PURPOSIVE INTERVIEWING FOR NURSING INTERVENTION: IDENTIFICATION OF THEMES IN COMMUNICATION

Audience: Nursing students

Assumption: It is assumed that you are familiar with the psychological interpretations of the following terms: anxiety, depression, fear, helplessness and mutilation.

Description: This study unit is designed to enable you to identify important themes as they emerge in communication and behavior. The themes elicited in this unit reflect the concerns of a patient who has undergone radical surgery, i.e., pelvic exenteration.

The unit demonstrates major themes from the patient's interpersonal and intrapersonal interactions which reflect her psychological problems. Defensive means of adaptation by the patient are presented as well as means of intervention by the nurse-interviewer focused on helping the patient explore her problems.

Purpose: This study unit will assist you to identify communication as groups of themes expressive of patient's concerns so that in future interpersonal interactions you will be able to treat all patient communications as vehicles of thematic material with potential for nursing intervention.

Objective: After completing this unit, when presented with a real or hypothetical patient situation, you will be expected to identify the following communication themes expressive of patient's concerns:

anxiety
depression

fear
helplessness
mutilation

Components: Student Guide
Film, Sound Super 8mm

Copies: 5 duplicate copies

Exhibit II
Reference page 5

ESTIMATES OF COST FOR 35MM SLIDE AND MOTION PICTURE FILM COMPONENTS

FORMING INFERENCES, A DELIBERATE PROCESS

35mm Slide Component

Film Stock Live Photography 5 rolls at $3.00	$ 15.00
Film Stock Art Work Photography 6 rolls at $2.36	14.00
Processing 11 rolls at $3.95	43.50
30 Color Prints (8 x 10) at $3.35	100.50
Duplicates 10 x 94 Originals at $.30	282.00
Total:	$455.00

HOME VISIT SERIES, PARTS I, II, III

35mm Slide Component

Film Stock Live Photography 7 rolls at $3.00	$ 21.00
Film Stock Art Work Photography 5 rolls at $2.36	12.00
Processing 12 rolls at $3.95	47.50
35 Color Prints (8 x 10) at $3.35	117.00
Duplicates Part I = 10 66 = 660 at $.30	198.00
Duplicates Part II = 10 94 = 940 at $.30	282.00
Duplicates Part III = 10 78 = 780 at $.30	234.00
Total:	$911.50

INFANT BATHING

16mm Film Component (6 min. 15 sec.)

Raw Stock	$ 39.00
Processing & Work Print	96.00
Matching	29.00
Titles, Special Effects & Optical Work	372.00
Miscellaneous Charges for Editing Supplies & Services	32.00
Internegative	74.00
Answer Printing (2)	87.00
10 Super-8 Prints	125.00
Cartridges for above	55.00
Subtotal:	$909.00

35mm Slide Component

Film Stock Live Photography 4 rolls at $3.00	$ 12.00
Film Stock Art Work Photography 3 rolls at $2.36	7.00
Processing 7 rolls at $3.95	28.00
18 Color Prints (8 x 10) at $3.35	60.00
Duplicates 10 x 83 Originals at $0.30	249.00
Subtotal:	$356.00

Unit Total (16mm and 35mm): $1,265.00

PURPOSIVE INTERVIEWING FOR NURSING INTERVENTION: IDENTIFICATION OF THEMES IN COMMUNICATION
"Who will Riddle Me, The How and The Why"

16mm Film Component (27 min.)

1,200 feet Raw Stock (16mm)	$ 83.00
Processing & Work Print	152.00
Matching & Re-matching of all Originals	272.00
Sound Transfer & Stock	84.00
Animation, Titles, Supers, and all related Optical Work & Special Effects	1,152.00
Sound Mix	185.00
Transfer to Optical Sound	103.00
Internegative	270.00
Answer Printing (2)	373.00
Duplicate copies (Invoice not yet received)	
Subtotal:	$2,674.00

Exhibit III
Reference page 5

PROJECT FILM NARRATIVE

In Baltimore, The University of Maryland School of Nursing is engaged in a five-year project to develop multimedia, self-instructional, study units. The project, began its fourth year in April, 1972. It is primarily funded by the United Stated Public Health Service, Division of Nursing.

The project design allows faculty and graduate nursing students opportunity to experiment with, develop and evaluate different methods of managing teaching-learning experiences. One faculy member from each of the five clinical nursing areas has been freed from classroom and clinical responsibility to participate in the project; each continues to work with her respective faculty in identifying the content to be mediated and the behaviorial changes that are expected. In preparing multimedia, self-instructional materials, faculty also work with a multidisciplinary team--an instructional technologist, artists, photographer, and a technical assistant.

The project focuses on the self-instructional approach. The rationale for this approach is that the knowledge and skills needed by individual nursing students vary greatly at any given time. Making materials available in a self-instructional format provides for this diversity of needs. The environment for study is a self-instructional lab with sixty carrels including a variety of equipment. Students select the self-instructional materials relevant to their individual needs. Some materials are purchased; others are produced by the faculty. Production of these materials is based on a systematic approach to instruction. Study units developed by the project usually include an audiotape, 35mm color slides, a Super 8mm film loop and a Student Guide. The Student Guide is a vital aspect of each study unit. It contains behavioral objectives, pretest and posttest, interim validation activities which involve the student in active responding and immediate feedback on the accuracy of the responses. The posttest allows the student to validate achievement of the expected behaviors.

Because students learn in different ways and enter with different knowledge and skills, a Mastery Option page is incorporated into the Guide. The options suggest alternative methods for achieving the expected behaviors and allow the student to determine the point of entry

according to the content needed. In essence, the student is in control of the learning experience. There are several additional benefits to be gained from using the self-instructional approach. It relieves instructors of some information disseminating activities and reduces repetitive teaching. It allows more efficient use of class and clinical time and provides consistent quality in the presentation of essential content. Multimedia presentations may also provide vicarious experience by presenting learning opportunities that may be difficult to obtain. Student involvement activities and immediate feedback on responses promote learning.

Evaluation occurs throughout the systematic process of study unit development; the more significant evaluatory activities include faculty review of the study unit when it is in the story board format. The project faculty review the unit again when the unit components have been produced and intergrated. Then clinical faculty review the unit and field testing is conducted with a representative learner population. The flexible media format allows revisions to be easily accomplished. Recommended revisions are made and then the study unit materials are duplicated and made available for general use. Information to be used for later revision is obtained from student responses to the unit, from paper-and-pencil measurements and form clinical performance. In our educational program, the multimedia, self-instructional format is only one of the approaches used for learning, but the project has had impact on faculty and students. It continues to provide opportunity for faculty development; students like the multimedia, self-instructional materials and students do learn with this approach.

Study Unit Test Results, Spring Semester, 1972

STUDY UNIT TITLE	PRE-TEST		POST-TEST		GAIN		MEAN MODIFIED GAIN SCORE	POST-TEST MASTERY		
	Mean	S.D.	Mean	S.D.	Modified Gain Score	Cumulative Percent of Students		Mastery	Raw Score Range	Cumulative Percent of Students
Essential Postpartum Nursing Care: Abdomen Students: 22 Maximum Test Score: 100	29.6	3.6	88.1	8.9	90-100% 80-100% 70-100% 60-100% 50-100%	40.5 63.0 85.5 90.0 100.0	83%	90-100% 80-100% 70-100% 60-100%	90-100 80-100 70-100 60-100	54.0 82.0 96.0 100.0
Essential Postpartum Nursing Care: Fundus Students: 26 Maximum Test Score: 100	19.4	2.5	83.5	8.5	90-100% 80-100% 70-100% 60-100% 50-100%	38.0 65.0 81.0 89.0 89.0	79%	90-100% 80-100% 70-100%	90-100 80-100 70-100	59.0 78.0 89.0
Essential Postpartum Nursing Care: Lochia Students: 12 Maximum Test Score: 115	15.7	1.8	96.5	9.8	90-100% 80-100% 70-100% 60-100% 50-100%	41.0 66.0 74.5 91.0 100.0	81%	90-100% 80-100% 70-100%	103-115 91-115 79-115	41.0 66.0 92.0

Exhibit IV
Reference page 6

University of Maryland
School of Nursing

Study Materials Available in the Autotutorial Laboratory
December, 1972

Key for Format of Materials:

T	- audiotape
S	- slides
FL	- filmloop, silent
FLS	- filmloop, sound
FS	- filmstrip
PI	- programmed instruction booklet
SG	- student guide

Administration, Nursing Service

Organization for Nurses (T - lecture, Dr. Froebe)
That all Directors of Nursing Services Need Not be Nurses (T - ANA Debate)
That the Routine Daily Schedules in Patient Care Settings Are Not Meeting Patient Needs (T - ANA Debate)

Admission

Admission and Discharge (T - lecture)
Admission and Discharge (T/FS)

Alcoholism

Alcoholic Patient (T - lecture)

American Nurses' Association

Debate #1: That all graduates of programs preparing registered nurses should have one year of internship (T - debate)
Debate #2: That all directors of nursing services need not be nurses (T - debate)
Debate #3: That the patient be permitted and encouraged to administer his own medications (T - debate)
Debate #4: That the routine daily schedules in patient care settings are not meeting patient needs (T - debate)

Asepsis

Asepsis: Sterile Glove Application (FL)
Blood Pressure in Isolation Unit (FL)
Cleansing and Redressing of Clean Surgical Wound (FL)
Community Health Nursing Bag (T/S/SG)
Gown, Gloves, Mask: Single Use, Discard Technique (FL)
Gown, Re-use Technique (FL)
Gowning and Gloving: Closed Method (T/S)
Isolation Technique (T/FS)
Medical Asepsis (T/FS)
Sterile Field Preparation: Wound Care (FL)
Sterile Technique and Dressing Change (T/FS)

Assessment

Assessment (T/S/SG)
Interaction (Nurse-Patient Series) (T/FS)
Interaction Diagram (T/S)
Observation and Charting (T/FS)
Overview of the Nursing Process (T/S/FLS/SG)
Patient as a Source of Information (Effects of Illness) (T/FLS/SG)
Physical Characteristics of the Normal Neonate: Part I and Part II (T/S/FLS/SG)
Reflexes in the Infant: Part I and Part II (T/S/FL/SG)
see Behavior
see Diagnosis, Physical
see Interaction, Nurse-Patient

Autotutorial

Delivery of an Audiotatutorial Program (by Dr. Postlethwait) (T)

Bag Technique

Community Health Nursing Bag (T/S/SG)

Behavior

Deficits and Emotional Reactions (Stroke Patient Series) (T/FS)
Delusions, An Approach to Their Identification (T/S/SG)
Delusions, The Source and Mechanisms of (T/S/SG)
Forming Inferences, A Deliberate Process (T/S/SG)
Withdrawal, Its Integrative Use (T/S/FS/SG)
see Interaction, Nurse-Patient
see Psychiatry

Birth Control

see Contraception

Blindness

Blindness (T)
Corneal Transplant (T - lecture)

Blood Pressure

Blood Pressure (T/S/3 FLS/SG)
Blood Pressure (T/FS)
Blood Pressure in Isolation Unit (FL)
Central Venous Pressure Monitoring (T/S)

Cancer

Cancer Series I
1. The Malignant Cell: Physiology of Disordered Function (T/FS)
2. The Malignant Cell: Etiology of Disordered Function (T/FS)
3. Malignant Neoplasms: Growth, Invasion, Metastasis (T/FS)
4. Malignant Neoplasms: Interactions with the Host (T/FS)
5. Diagnostic Procedures (T/FS)

Cancer Series III
1. & 2. Radiotherapy I & II (T/FS)
3. Chemotherapy (T/FS)
4. Head and Neck Surgery (T/FS)
5. Colostomy (T/FS)
6. Hysterectomy (T/FS)
7. Introduction to Cancer Surgery--Mastectomy (T/FS)

Leukemia (T - lecture)

Cardiovascular System

Cardiac Shock (T - lecture, Dr. Sherlis)
Congenital Heart Disease: Nursing Care for Infants (T/S/SG)
Fundamentals of Electrocardiography: Part 1 and Part 2 (T/FS)
Introduction to Arrhythmias (T/FS)
Supraventricular Arrhythmias I, II, III (T/FS)
see Blood Pressure

Census Tract

Census Tract (T/S/SG)

Central Nervous System

Physiology of the Central Nervous System (T/S)

Cerebral Palsy

Cerebral Palsy: Parts I and II (T)
Cerebral Palsy: Family Clinic (T)

Cerebral Vascular Disease

Aphasia: An Introduction (T/S/SG)
Bladder Retraining Following a Cerebrovascular Accident (T/S/SG)
Essentials of the Neurological Examination (F)
Hemiparetic Patient--Changing Position in Bed (FLS)
Hemiplegic Patient--Positioning of the Acute Patient (FLS)
Hemiplegic Patient--Passive Range of Motion (FLS)
Intracranial Aneurysm: Minimizing Stress (T/S/SG)
Physiology of the Central Nervous System (T/S)
Stroke Patient Series:
- Causes and Affects of Stroke and Acute Care (T/FS)
- Deficits and Emotional Reactions (T/FS)
- Language Disorders (Aphasia) (T/FS)
- Positioning (T/FS)
- Post-critical Care and Discharge Planning (T/FS)
- Range of Motion Exercises (FS)

see Neurological Assessment

Chronic Illness

see Long Term Illness

Cirrhosis

Care of the Patient with Cirrhosis (T/FS)

Communication

Communication Series:
- Communication, Part I: Goals (T/S/SG)
- Communication, Part II: Process (T/S/FLS/SG)
- Communication, Part III: Successful and Unsuccessful (T/S/SG)
- Communication, Part IV: Ways to Promote (T/S/FLS/SG)
- Communication, Part V: Use of Questions (T/SG)

The Medium is The Massage, M. McLuhan (T)
Relationships (T)
Transactional Analysis Overview (T)
Workshop on Small Group (T)
see Interaction, Nurse-Patient

Community

Census Tract (T/S/SG)
Recycling - An Ecology Study (T/FS)
see School Health

Contraception

Comparisons in Contraception (T/FS)
Methods of Conception Control (PI)

Coordinated Care

Nurse - Teacher Conference (T - lecture)

Crises

see Death
see Emergency
see Pregnancy

Death

Death and Dying: Review of Dr. Ross' Book (T - lecture)
Death and the Dying Patient (T - lecture, Dr. Ross)
The Dying Patient (T)
Dying Patient: The Nurse's Role (T - lecture)
Patients' Right to Die (T - lecture, Father O'Donnell)

Dermatology

Clinical Dermatology (T/S)
Dermatologic Signs of Systemic Diseases (T/S)

Diabetes Mellitus

Teaching the Patient with Diabetes (T/FS)

Diagnosis, Physical

Auscultation, Physical Diagnosis in Patient Assessment (T/FS)
Physical Diagnosis in Patient Assessment Series:
. A Nursing Overview (T/FS)
History Taking (T/FS)
Inspection (T/FS)
Palpation and Percussion (T/FS)
see Neurological assessment

Dialysis

Peritoneal Dialysis (T/FS)

Dressing

see Asepsis

Electrolytes

see Fluid and Electrolyte Balance

Embryology

Human Development (T/S)

Emergency Room Care

Emergency Room Care: Basic Principles (T - lecture)

Emphysema

Care of the Patient with Emphysema (T/FS)
The Pathophysiology of Emphysema (T/FS)

Endocrine System

Clinical Endocrinology (T/S)
Pituitary Control of Endocrine System: A Review (PI)
see Diabetes Mellitus
see Reproductive System

Exercise

see Motion, Range of
see Postpartum Nursing Care

Feeding

Artificial Feeding: Part I, Formula Preparation (T/S/SG)
Artificial Feeding: Part II, Infant Feeding Techniques (T/S/SG)
Feeding the Patient (T/FS)
Gastric Gavage and Gastrostomy Feeding (FL)
Gavage Feeding the Premature Infant (T/S/FL/SG)
Nasogastric Intubation and Gavage Feeding (T/FS)
see Nutrition

Fetus

Fetal Heart Tones (FL)
Human Reproduction and Birth--Embryo and Fetus (FL)

Fever

see Temperature

Fluid and Electrolyte Balance

Acid-Base Balance, Body's Regulation of pH (T/FS)
Acid-Base Balance, Compensation of Imbalances (T/FS)
Acid-Base Balance, Metabolic Acidosis and Alkalosis (T/FS)
Acid-Base Balance, Respiratory Acidosis and Alkalosis (T/FS)
Intravenous Therapy (T - lecture)
Intravenous Therapy for the Premature Infant (FLS)
Nursing Care During Intravenous Therapy (T/FS)
Parenteral Hyperalimentation (T/FS)
Peritoneal Dialysis (T/FS)
Principles of Water and Electrolytes (PI)
Prolonged Vomiting: Physiological Alterations and Compensatory Mechanisms (T/S/SG)
Signs and Symptoms of Edema and Dehydration (PI)

Geriatrics

Geriatric Patient: Introduction (T - lecture)
Geriatric Patient Rehabilitation (T - lecture, Miss Ross)

Gastrointestinal System

Bowel and Bladder Training (T/FS)
Cleansing Enema (T/FS)
Cleansing Enema (T/S/SG)
Colostomy (T/FS)
Colostomy Irrigation (T/S/SG)
see Feeding
see Nutrition
see Vomiting

Genetics

Human Genetics (T/S)

Genitourinary System

Anatomy and Physiology of the Urinary Tract (PI)
Bladder Retraining Following a Cerebrovascular Accident (T/S/SG)
Essential Postpartum Nursing Care: Bladder (T/S/SG)
Peritoneal Dialysis (T/FS)
Urinary Care (T/FS)
Urinary Catheterization: Part 1, Female; Part 2, Male (T/S)

Growth and Development

Denver Developmental Screening Test: Part I, Preparation for Administration (T/S/FLS/SG
Part II, Administration, Scoring and Interpretation (T/S/FLS/SG)
Human Development (Embryology) (T/S)
Human Genetics (T/S)
see Behavior
see Fetus
see Geriatrics
see Infancy
see Neonate

Health Care

Health Providers--An Afternoon with Sidney Jourard, author, "The Transparent Self" (T)
Philosophy of the Expanded Role of the Nurse in Primary Care (T)
Primary Care Nursing and Nursing Education (T)

Hemiplegic

see Cerebral Vascular Disease

Hepatobiliary System

Care of the Patient with Cirrhosis (T/FS)

Higher Education

Graduate Curriculum Committee Meeting; Donaldson Brown Center (T)
Dr. Thurz (Presentation to Faculty Assembly 3/72) (T)

Home Visits

Community Health Nursing Bag (T/S/SG)
Daily Report of the Public Health Nurse (T/S/SG)

Home Visits (continued)

The Home Visit Series:
Part I, Purpose (T/S/SG)
Part II, Interaction (T/S/SG)
Part III, The Home Setting (T/S/SG)
Interviews with Residents of Census Tracts 1503 and 1504
(Random House to House) (T)
Nursing Service to Individuals: Code Sheet A (T/S/SG)

Hypothermia

Hypothermia (T/FS)
see Temperature

Infancy

Congenital Heart Disease: Nursing Care for Infants (T/S/SG)
Congenital Dislocated Hip, Nursing Care (T/S/SG)
Croupette (T/S)
Human Development (T/S)
Infant Bathing (T/S/FL/SG)
Safety for Hospitalized Young Children (T/S/SG)
Syndromes in Pediatrics (T/S)
see Neonate
see Prematurity

Injection

see Medication Administration

Instruction

Classification of Objectives (T/FS/SG)
Delivery of an Audiotutorial Program (T - lecture, Dr. S. Postlethwait)
Development Process for Self-Instructional Materials (T/S/FLS/SG)
General Goals, Affective Objectives and Cognitive Objectives (T/FS/SG)
Introduction to Basic Principles of Instructional Technology:
Designing Effective Instruction (T/FS/SG)
Instructional Objectives (T/S/SG)
Let's Look at the Learner (T/S or FS/SG)
Looking at Teaching (T/S or FS/SG)
Using Individual Learning Procedures (S/SG)
see Team Teaching

Intensive Care

Introduction to the Intensive Care Unit (T - lecture)

Interaction, Nurse-Patient

Aphasia: An Introduction (T/S/SG)
Forming Inferences, A Deliberate Process (T/S/SG)
Interaction Diagram (T/S)
Interviews with Linda (cancer) (T)
Interviews with Margaret (cancer) (T)
Interviews with Residents of Census Tracts 1503 and 1504 (Random House to House) (T)
Nurse-Patient Interaction Series:
Blocks to Therapeutic Communication (T/FS)
Hospitalized Person (T/FS)
Interaction (T/FS)
Interactions for Study (T/FS)
The Nurse (T/FS)
Techniques of Therapeutic Communication (T/FS)
Purposive Interviewing for Nursing Intervention: The Helping Interview, Part I and Part II
Purposive Interviewing for Nursing Intervention: Identification of Themes in Communication (FLS/SG)
Transactional Analysis Overview (T)
see Communication

Isolation

see Asepsis

Long Term Illness

Personal Care in Long-Term Illness (T/FS)
Personal Care in Long-Term Illness (T - lecture)

see Cancer
see Cardiovascular System
see Cerebral Palsy
see Cerebral Vascular Disease
see Cirrhosis
see Diabetes Mellitus
see Peripheral Vascular Disease

Medication Administration

Administering Medications to the Premature Infant (FLS)
Administration of an Intramuscular Injection (FL)
Chemotherapy (T/FS)
Nursing Care During Intravenous Therapy (T/FS)

Medication Administration (continued)

*Pediatric Medication Administration: A Developmental Approach (T/S/SG)
Preparation of an Injection: From a Vial (FL)
Preparation of an Injection: From an Ampule (FL)
Selection of Site for Intramuscular Injection: Dorsogluteal (FL)
Selection of Site for Intramuscular Injection: Lateral Thigh (FL)
Subcutaneous Injection: Site Selection and Administration (FL)
Subcutaneous and Intramuscular Injections (T/FS)
That the patient be permitted and enouraged to administer his own medication (T - ANA debate)

Metabolism

Body Metabolism (PI)

Motion, Range of

Hemiplegic Patient--Passive Range of Motion (FLS)
Range of Joint Motion Exercises (T/FS)
Range of Motion: Joint Exercises (T - lecture)
Range of Motion Exercises (Stroke Patient Series) (FS)

Musculoskeletal System

Bony Pelvis (T/S/SG)
Care of the Patient in a Cast (Hip Spica) (T/S)
*Congenital Dislocated Hip, Nursing Care (T/S/SG)
Orientation to the Use of Crutches (FLS)
*Problems of Immobilization: A Conceptual Approach
Part I, Mechanisms (T/S/SG)
Part II, Physiologic Changes (T/S/SG)
Part III, Nursing Measures (T/S/SG)
Rheumatoid Arthritis, Conquering the Crippler (T/S/SG)

see Growth and Development
see Motion, Range of
see Positioning
see Traction
see Transfer Techniques

Neonate

Artificial Feeding: Part I, Formula Preparation (T/S/SG)
Artificial Feeding: Part II, Infant Feeding Techniques (T/S/SG)
Congenital Heart Disease: Nursing Care for Infants (T/S/SG)

* Materials on order or in production, to be available during spring semester.

Neonate (continued)

Physical Characteristics of the Normal Neonate: Part I and Part II (T/S/FL/SG)
Reflexes in the Infant: Part I and Part II (T/S/FL/SG)
see Infancy
see Prematurity

Neurological Assessment

Cerebral Arteriogram (T/S/FL/SG)
Electroencephalogram (T/S/SG)
Lumbar Puncture (T/S/FL/SG) — Essentials of the Neurological Examination (F)
Pneumoencephalogram (T/S/FL/SG)
Reflexes in the Infant: Part I and Part II (T/S/FL/SG)
see Central Nervous System

Nutrition

Nutritive Process (PI)
Parenteral Hyperalimentation (T/FS)
see Feeding

Objectives

see Instruction

Oxygen Administration

Croupette (T/S)
IPPB Assisted (T/S)
Oxygen Administration (T/S)
Psychological Aspects of Oxygen Deprivation (PI)
see Respiratory System

Pain

Pain - Sleep Series
- The Nature of Pain, Parts I and II (T/FS)
- Pain: Nursing Action, Parts I and II (T/FS)
- The Nature of Sleep (T/FS)
- Sleep: Nursing Action (T/FS)

Pediatrics

Syndromes in Pediatrics (T/S)

Peripheral Vascular Disease

Buerger-Allen Exercises (T/S/FL/SG)
Buerger's Disease (T/S/SG)

Philosophy

Philosophy - Psychiatric Nursing (T - class discussion)

Positioning

Hemiparetic Patient--Changing Position in Bed (FLS)
Hemiplegic Patient--Bed Positioning of the Acute Patient (FLS)
Moving Helpless Patient Up in Bed (2 worker, Sheet Pull) (FL)
Moving Weak Patient Up in Bed (1 and 2 worker methods) (FL)
Positioning (Stroke Patient Series) (T/FS)
Positioning to Prevent Contractures (T/FS)
Positioning to Prevent Contracture (T - lecture)

Prevention of Drop Foot (FL)
Prevention of External Rotation (Trochanter Roll) (FL)
see Transfer Techniques

Post-operative Care

Coughing and Deep Breathing for the Post-operative Patient (T/S/SG)

Postpartum Nursing Care

Lactation (PI)
Essential Postpartum Nursing Care: Abdomen (T/S/SG)
Essential Postpartum Nursing Care: Bladder (T/S/SG)
Essential Postpartum Nursing Care: Fundus (T/S/FL/SG)
Essential Postpartum Nursing Care: Lochia (T/S/SG)
Essential Postpartum Nursing Care: Perineum (T/S/FL /SG)

Pregnancy

Out-of-wedlock, Portrait of Lisa (FLS/SG)
Bony Pelvis (T/S/SG)
see Reproductive System

Prematurity

Administering Medications to the Premature Infant (FLS)
Gavage Feeding the Premature Infant (T/S/FL/SG)
Infant Arm Restraint Application (T/S/SG)
Intravenous Therapy for the Premature Infant (FLS)
see Infancy
see Neonate

Primary Care

see Health Care

Psychiatry

Comparitive Analysis of Eastern and Western Religion with Emphasis on Self (T - lecture, Dr. Robinson)
Directive vs. Non-Directive Therapy (T - lecture)
Family Planning (T - lecture)
Goal Planning in Mental Health (PI)
Historical Background of Psychiatry (T - lecture)
Interaction Diagram (T/S)
Philosophies of Psychiatric Nursing (T - lecture, Dr. Robinson) (2 tapes)
Theories--W. Beich to H.S. Sullivan, S. Frued to Jung (T - lecture)
What will Therapy do for Me (PI)
see Behavior
see Philosophy

Radiation Therapy

Radiotherapy I and II (T/FS)

Records and Reporting

Daily Report of the Public Health Nurse (T/S/SG)
Interaction Diagram (T/S)
Nursing Service to Individuals Code Sheet A (T/S/SG)
Observation and Charting (T/FS)

Reproductive System

Human Reproduction and Birth--Embryo and Fetus (FL)
Hysterectomy (T/FS)
Introduction to Cancer Surgery--Mastectomy (T/FS)
Lactation (PI)
Review of the Anatomy and Physiology of the Female Reproductive System (T/S/SG)
see Contraception

Respiratory System

Care of the Patient with Emphysema (T/FS)
Coughing and Deep Breathing for the Post-operative Patient (T/S/SG)
Croupette (T/S)
IPPB Assisted (T/S)
Oxygen Administration (T/S)
Laryngectomy (T-lecture)
The Pathophysiology of Emphysema (T/FS)
Postural Drainage, Clapping and Vibration (T/FS)
Psychological Aspects of Oxygen Deprivation (PI)
Tracheostomy Aspiration: By Nurse, Part 1 and Part 2 (FL)
see Oxygen Administration

Safety

Safety for Young Children in the Hospital (T/S/SG)

School Health

Nurse-Teacher Conference (T-lecture, Community Health)

Shock

Anaphylactic Shock (T-lecture)
Cardiac Shock (T-lecture, Dr. Sherlis)
Hemorrhagic Shock (T-lecture)
Introduction to Shock (PI)
Shock: Recognition and Management (FLS)

Skills, Basic Nursing

Admission and Discharge (T-lecture)
Anchoring Dressing: Abdominal Binders (FL)
Bed Bath (T/FS)
Blood Pressure (T/FS)
Cleansing Enema (T/S/SG)
Colostomy Irrigation (T/S/SG)
Community Health Nursing Bag (T/S/SG)
Coughing and Deep Breathing for the Post-operative Patient (T/S/SG)
Fetal Heart Tones (FL)
Infant Bathing (T/S/FL/SG)
Lifting and Moving Patients (T/FS)
Making an Unoccupied Bed Part 1 and Part 2 (FL)
Occupied Bed Making (T/FS)

Skills, Basic Nursing (continued)

Orientation to the Use of Crutches (FLS)
Temperature, Pulse, Respiration (T/FS)
Tracheostomy Aspiration: By Nurse, Part 1 and Part 2 (FL)
Urinary Care (T/FS)
Urinary Catheterization: Part 1, Female; Part 2, Male (T/S and T/FS)
see Asepsis
see Assessment
see Behavior
see Cerebral Vascular Disease
see Communication
see Diagnosis, Physical
see Feeding
see Genitourinary System
see Interaction, Nurse-Patient
see Medication Administration
see Motion, Range of
see Oxygen Administration
see Positioning
see Respiratory System
see Traction
see Transfer Techniques

Skin

see Dermatology

Sleep

The Nature of Sleep (T/FS)
Sleep: Nursing Action (T/FS)

Social Issues

Oppression of Minority Groups and Women's Liberation (T)
Recycling: An Ecology Study (T/FS)

Stroke

see Cerebral Vascular Accident

Systems, Body

Interrelationships of Body Systems (PI)

Teaching

Team Teaching: Basic Principles (T - lecture, Dr. Funaro)
Team Teaching in a School of Nursing (T - lecture, Miss Slater)
Team Teaching Personal Communication (T)
see Instruction

Team Nursing

Steps to Team Nursing (T/FS)

Temperature

Complications of Fever (PI)
Hypothermia (T/FS)
Principles of Body Temperature Balance (PI)
Regulation of Body Temperature (PI)
Temperature, Pulse, Respiration (T/FS)

Traction

Care of Patient in Cervical Traction (T/FS)
Care of the Patient in Pelvic Traction (T/S)
Care of the Patient in Traction (T/S)

Transfer Techniques

Lifting and Moving Patients (T/FS)
Stretcher: Helpless Patient Transfer from Bed to Stretcher and Return (FL)
Transfer Activities and Ambulation (T/FS)
Transfer Activities and Ambulation (T - lecture)
Transfer Techniques (Stroke Patient Series) (T/FS)
Weak Patient: Into Chair, Walk, Back to Bed (1 worker) (FL)
Wheelchair: Very Weak Patient from Bed to Chair and Return (FL)

Vascular Diseases

see Cardiovascular System
see Cerebral Vascular Disease
see Peripheral Vascular Disease

Vision

Blindness (T)
Corneal Transplant (T - lecture)

Vomiting

Prolonged Vomiting: Physiological Alterations and Compensatory Mechanisms (T/S/SG)

TITLES OF MULTIMEDIA MATERIALS PURCHASED
FOR UTILIZATION IN THE AUTOTUTORIAL LABORATORY, 1972

Filmstrip/Record Programs

Cancer: Series III

1. Introduction to Cancer Surgery
2. Hysterectomy
3. Colostomy
4. Head and Neck Surgery
5. Radiotherapy I
6. Radiotherapy II
7. Chemotherapy

(Costa Mesa, California: Concept Media)

Pain--Sleep Series

1. Nature of Pain I
2. Nature of Pain II
3. Pain: Nursing Action I
4. Pain: Nursing Action II
5. Nature of Sleep
6. Sleep: Nursing Action

(Costa Mesa, California: Concept Media)

Film/Tape/Guide Program

Patient as a Source of Information, Part II
(East Lansing, Michigan: Michigan State University, Instructional Media Center)

Slide/Tape/Guide Programs

Scientific Clinical Nursing Series

1. Clinical Endocrinology
2. Clinical Dermatology
3. Dermatologic Signs of Systemic Diseases
4. Syndromes in Pediatrics

(Garden Grove, California: Trainex)

Assessment
(East Lansing, Michigan: Michigan State University, Instructional Media Center)

Slide/Tape Program

Physiology of Central Nervous System
(Hicksville, New York: Research Media)

Slide Programs

Human Genetics
Human Development
(New York, New York: John Wiley & Sons)

Audiotape

Transactional Analysis Overview--Jongeward
(Reading, Massachusetts: Addison--Wesley)

Film (16mm Sound)/Booklet

Essentials of Neurological Examination
(film--New York, New York: Knightsbridge Productions)
(booklet--Philadelphia, Pennsylvania: Smith Kline & French Laboratories)

Filmloop (8mm Silent)

Wound Care Series, Anchoring Dressing: Abdominal Binders
(Philadelphia, Pennsylvania: J.B. Lippincott)

STUDY CARREL UTILIZATION, SPRING 1972

TITLE	USER					USE*				
Unit--Project Developed	JR.	SR.	RN.	GRAD.	FAC.	FIRST	REVIEW	REQUIRED Yes	REQUIRED No	TOTAL
Aphasia	1	12	11	1	1	20	6	12	14	26
Artificial Feeding: Part I, Formula Preparation	55					54	1	54	1	55
Artificial Feeding: Part II, Infant Feeding Techniques	48	1	1			50		48	2	50
Bladder Retraining Following a Cerebrovascular Accident		6	3			7	2	2	7	9
Bony Pelvis	79			1		74	6	79	1	80
Buerger-Allen Disease: Part I	4		1		1	6		2	4	6
Buerger-Allen Exercise: Part II	35				1	35	1	31	5	36
Census Tract		53	20	2		74	15	75	14	89
Cerebral Aneurysm, Minimizing Stress		3			1	3	1		4	4
Cleansing Enema	33					27	6	30	3	33
Code Sheet A		13	17	1	1	21	11	22	10	32
Colostomy Irrigation	20	1	3	1		24	1	10	15	25
Community Health Nursing Bag		70	28	3	2	87	16	89	14	103
Coughing and Deep Breathing	58					56	2	55	3	58
Denver Development Screening Test: Part I	7	23	19	4	2	39	16	24	31	55
Denver Development Screening Test: Part II	8	14	13	5		25	10	14	21	35
Daily Report		38	13	1		48	4	49	3	52
Cerebral Arteriogram		33	12		1	37	9	28	18	46
Congenital Heart Disease	3		2			5				5

*Some students did not indicate whether it was the first time or a review or required.

STUDY CARREL UTILIZATION, SPRING 1972

TITLE	USER					USE*				
Unit--Project Developed	JR.	SR.	RN.	GRAD.	FAC.	FIRST	REVIEW	REQUIRED Yes	REQUIRED No	TOTAL
Electroencephalogram	2	34	7	2		24	3	31	14	45
Essentials of Postpartum Nursing Care:										
Abdomen	33			1		33	1	32	2	34
Bladder	33			1		34	1	33	1	34
Fundus	46		1			45	1	46	1	47
Lochia	37					37		36	1	37
Gavage Feeding the Premature Infant	29		1	2		32		23	9	32
Infant Arm Restraint	4					4		2	2	4
Lumbar Puncture		18	7		1	22	4	19	7	26
Physical Characteristics of Neonate: Part A	83	26	25	1		98	26	110	25	135
Physical Characteristics of Neonate: Part B	85	27	20	3		89	25	114	21	135
Prolonged Vomiting	59		1	2	1	62	1	63		63
Pneumoencephalogram		31	12	1		38	6	27	17	44
Reflexes in the Infant: Part A	75	19	10		1	88	17	92	13	105
Reflexes in the Infant: Part B	73	45	5	1	1	83	42	87	38	125
Withdrawal: Its Integrative Use	1					1				1

*Some students did not indicate whether it was the first time or a review or required.

Total: 1676

STUDY CARREL UTILIZATION, SPRING 1972

TITLE	USER					USE*				
Unit--Non-Project Developed	JR.	SR.	RN.	GRAD.	FAC.	FIRST	REVIEW	REQUIRED Yes	REQUIRED No	TOTAL
Care of Patient in Cast	27					24	2	26	1	27
Care of Patient in Pelvic Traction	3		1			2	2	2	2	4
Care of the Patient in Traction	26					22	4	23	3	26
Central Venous Pressure	3	24	5		1	25	8	9	24	33
Classification of Objectives			3			3				3
Communication Series: (5 parts)	22	2		5	4	30	3	13	20	33
Croupette	19	1	1		1	22		3		22
General Goals			2	1	1	4				4
Instructional Objectives			31		2	31	2	28	5	33
I.P.P.B. Assisted: Part I	31	1	1			25	8	26	7	33
I.P.P.B. Assisted: Part II	35	1	1			19	4			37
Interaction Diagram in Psychotherapy	1	1		1		3				3
Let's Look at Teaching			1			1		1		1
Overview of the Nursing Process	1		1	3	4	5				9
Oxygen Administration: Part I	3	1			1	4	1	5		5
Oxygen Administration: Part II	13	3	1		1	17	1	8	10	18
Review of the Anatomy and Physiology of the Female Reproduction System	63				1	59	5	62	2	64
Safety for the Hospitalized Child	8					4	4	1	7	8
Urinary Catheterization: Part I, Female	60			1	1	44	18	55	7	62
Urinary Catheterization: Part II, Male	27		1	1	1	24	6	21	9	30
Using Individual Learning Procedures			1			1				1

*Some students did not indicate whether it was the first time or a review or required.

Total: 354

STUDY CARREL UTILIZATION, SPRING 1972

TITLE	USER					USE*				
Filmloops	JR.	SR.	RN.	GRAD.	FAC.	FIRST	REVIEW	REQUIRED Yes	REQUIRED No	TOTAL
Administration of an Intramuscular Injection	21	1			1	22		11	10	23
Administration of Medications to a Premature Infant	51	1	3		2	46	4	47	5	57
Blood Pressure in Isolation Unit	1	4			1	2	4		5	6
Cleansing and Redressing of Clean Surgical Wound	24	7	1		2	26	8	19	11	35
Fetal Heart Tones	10		1			11		10	1	11
Gastric Gavage and Gastrostomy Feeding	1	2	1			3			4	4
Gown, Gloves and Mask: Single Use Discard Technique	2	3	1		1	3	3	1	3	7
Gowning and Gloving	1	2				3			2	3
Gown: Reuse Technique	1	4			1		4	1	5	6
Hemiparetic Patient: Changing Position in Bed	9	8	3	2		16	4	4	17	22
Hemiplegic Patient: Passive Motion	6	4	2			10	2	1	11	12
How to Give an Intramuscular Injection	11	2				7	2	8	4	13
Human Reproduction and Birth: Embryo and Fetus	8		1	2	1	6	4	9		12
Intravenous Therapy for Premature Infant	26		2		2	25	3	30		30
Making an Unoccupied Bed	3				1	4			4	4
Moving a Helpless Patient up in Bed	14		1			13		10	2	15
Moving a Weak Patient up in Bed	8		1			8		9		9
Orientation to the Use of Crutches	1	1			2	2			2	4

*Some students did not indicate whether it was the first time or a review as required.

STUDY CARREL UTILIZATION, SPRING 1972

TITLE	USER					USE*				
Filmloops	JR.	SR.	RN.	GRAD.	FAC.	FIRST	REVIEW	REQUIRED Yes	REQUIRED No	TOTAL
Preparation of an Injection From an Ampule	5	2			1	7			7	8
Preparation of an Injection from a Vial	6	2			1	7	1		8	9
Prevention of Drop Foot	2		1		1	4			2	4
Prevention of External Rotation	1		1		1	3			1	3
Selection of Site for an Intramuscular Injection: Lateral Thigh	23	1			1	20	2		3	25
Shock: Recognition and Management	1	5	1			7		2	5	7
Sterile Field Preparation	18	3	1	1	2	22	3	15	9	25
Sterile Glove Application	16	4		1		17	4	14	5	21
Stretcher: Transfer, Bed, Stretcher, Return	12		1			10	1	12	1	13
Subcutaneous Injection: Site and Administration	6	4			1	10		3	6	11
Tracheostomy Aspiration by Nurse	16	8	3	1	2	29	1	3	23	30
Weak Patient: Chair, Walk, Back to Bed	12		1		1	14		10	2	14
Wheelchair: 2 worker method	11		2		1	13		11	1	14

*Some students did not indicate whether it was the first time or a review or required.

Total: 457

STUDY CARREL UTILIZATION, SPRING 1972

TITLE	USER					USE*				
Filmstrips	JR.	SR.	RN.	GRAD.	FAC.	FIRST	REVIEW	REQUIRED Yes	REQUIRED No	TOTAL
Acid-Base Balance Series (4 parts)	1		5			5			5	5
Cancer Series I (5 parts)	216	5	5		3	226	3	212	17	229
Cancer Series III (7 parts)	1				2	3		1	2	3
Care of the Patient in Cervical Traction	2		1			3		2	1	3
Care of the Patient with Cirrhosis	3			1		3	1	3	1	4
Care of the Patient with Emphysema		5		1		6		6		6
Comparisons in Contraception	2		1			3		1	2	3
Electrocardiography Series (2 parts)	4	12	10	4	2	21		2		30
Hypothermia		3	1	2		3	3	2	4	6
Introduction to Arrhythmias		12	5	3		15	5			20
Isolation Technique	5	2	2			6	3	9		9
Medical Asepsis	6	2				8		6	2	8
Nasogastric Intubation	20	2				21	1	11	10	22
Nurse-Patient Interaction Series (6 parts)	54	56	18	2	15	120	25	125	20	145
Observation and Charting	20				2	20	2	17	5	22
Parenteal Hyperalimentation		1	1	1		2	1	1	2	3
Peritoneal Dialysis	1	7	2	1		8	3	11		11
Physical Diagnosis in Patient Assessment Series (6 parts)	1	3			1	3	2	5		5
Postural Drainage, Clapping and Vibration	15	3	2			16	4	7	13	20
Six Steps to Team Nursing		1	1	1		1			3	3
Sterile Technique and Dressing Change	27	3			1	30	1	19	12	31
Stroke Patient Series (5 parts)	8	34	107	3		131	21	103	49	152
Teaching a Patient with Diabetes	30	3	1	1	2	32	3	23	12	35
The Pathophysiology of Emphysema		6		1		6	1		7	7

*Some students did not indicate whether it was the first time or a review or required.

Total: 732

STUDY CARREL UTILIZATION, SPRING SEMESTER, 1972

TITLE	USER					USE*				
Audiotapes	JR.	SR.	RN.	GRAD.	FAC.	FIRST	REVIEW	REQUIRED Yes	REQUIRED No	TOTAL
Admission and Discharge	2	1				3		1	2	3
Alcoholic Patient	2	1	1			4			4	4
Anaphylatic Shock		2	2	1		5		1	4	5
An Anthology of Human Communication		1	1	1		3		3		3
Cardiac Shock		7	5	4		16		7	9	16
Cerebral Palsy			1			1			1	1
Cerebral Palsy Family Clinic			1			1			1	1
Class Systems		1			1	1	1		2	2
Crisis Intervention		49	30	2	4	85		80	5	85
A Comparative Analysis of Eastern and Western Religions			1			1			1	1
Corneal Transplant			1			1			1	1
Death and the Dying Patient	14	2	10	1		25	2	6	21	27
Death and the Dying Patient - Book Review	3		1			4		1	3	4
Debate #2: Directors of Nursing Service..		1				1			1	1
Delivery of an Autotorial Program			2	1		3			3	3
Direct vs. Non-Direct Therapy			1			1			1	1
Dying Patient: The Nurse's Role	4		1			5			5	5
*Emergency Room Care: Basic Principles	1	2	2	1		2		1	5	6
Geriatric Patient: Introduction	2					2		2		2
Historical Background of Psychiatry	1					1			1	1
*Intravenous Therapy Seminar	2	1				2			3	3
Introduction to I.C.U.		7	1			8		2	6	8
Introduction to Shock		2	1			3			3	3

*Some students did not indicate whether it was the first time or a review or required.

TITLE	USER					USE*				
Audiotapes	JR.	SR.	RN.	GRAD.	FAC.	FIRST	REVIEW	REQUIRED Yes	REQUIRED No	TOTAL
Leukemia	3		1			4			4	4
*Margaret - The Dying Patient		13				9	2	2	11	13
Nurse-Teacher Conference			1		1	2			2	2
Patient's Right to Die	1					1			1	1
Philosophies of Psych Nursing				2		2			2	2
Positioning to Prevent Contracture	2		3			3		1	2	5
Range of Motion - Joint Exercises	9		3			12		2	10	12
Relationships				1		1			1	1
Team Teaching	1					1			1	1
Transfer Techniques and Ambulation	1		1			2			2	2

*Some students did not indicate whether it was the first time or a review or required.

Total: 230

STUDY CARREL UTILIZATION, SPRING 1972

TITLE	USER					USE*			
Programmed Instruction	JR.	SR.	RN.	GRAD.	FAC.	FIRST	REVIEW	REQUIRED Yes	REQUIRED No	TOTAL
Anatomy and Physiology of Urinary Tract			1			2				2
Body Metabolism		1				1				1
Complications of Fever					1					1
Lactation	27					26	1	27		27
Pituitary Control of Endocrine System			1			1				1
Principle of Water and Electrolytes			2	2		4				4
Psychological Aspects of Oxygen Deprivation			1		1	1	1			2
								Sub-Total:		38
Miscellaneous Journal Articles	35	380	22	2	4	366	39	387		443
								Sub-Total		443

*Some students did not indicate whether it was the first time or a review or required.

Total: 431

PROGRAMS AND WORKSHOPS ATTENDED BY PROJECT FACULTY

Clinical Performance Evaluation Workshop
Sponsored by Maternal Child Nursing Department
University of Maryland School of Nursing
January 10, 1972
Washington, D.C.
Attended by Charles Bidwell, Pat Henry, Ada Lindsey
Norma Leak Rawlings

Medical Surgical Nursing Curriculum Program
Dr. R. Chioni, Consultant
Sponsored by Medical Surgical Nursing Department
University of Maryland School of Nursing
Januray 17-18, 1972
Baltimore, Maryland
Attended by Patricia Baker and Ada Lindsey

Research Colloquia
Sponsored by Research Division
University of Maryland School of Nursing
January 31, 1972
Attended by Pat Henry, Ada Lindsey, Norma Leak Rawlings

*Educational Technology Conference
March 20-23, 1972
New York, New York
Attended by Patricia Baker, Charles Bidwell, Rebecca Lindberg
and Norma Leak Rawlings

*Individualized Instruction
March 24-26, 1972
Pittsburgh, Pennsylvania
Attended by Patricia Henry and Elizabeth Lenz

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*Project funds utilized.

Media and Technology--Innovation in Medical Education
Sponsored by the Johns Hopkins School of Medicine
March 29, 1972
Baltimore, Maryland
Attended by Ada Lindsey

The Expanding Scope of Health Sciences Education
Powell Lecturer: Dr. Edmund Pellegrino
Sponsored by University of Maryland School of Dentistry
April 7, 1972
Baltimore, Maryland
Attended by Ada Lindsey

*National Convention of the Association of Educational Communications and Technology
April 16-21, 1972
Minneapolis, Minnesota
Attended by Charles Bidwell and Elizabeth Lenz

The Expanded Role of the Nurse
Speaker: Dr. Esther Lucile Brown
Sponsored by the Johns Hopkins Hospital Department of Nursing
April 17, 1972
Baltimore, Maryland
Attended by Ada Lindsey

*Multimedia Instruction Seminar
Sponsored by Medical College of Virginia Health Sciences Center
April 17-18, 1972
Richmond, Virginia
Attended by Patricia Baker and Rebecca Lindberg

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*Project funds utilized.

Research Seminar
Speakers: Dr. Florence Downs, Dr. Phyllis Verhonick, and
Miss Donna Diers
Sponsored by Research Development Project
University of Maryland School of Nursing
Baltimore, Maryland
April 28, 1972
Attended by Pat Henry, Ada Lindsey, Norma Leak Rawlings

*Health Sciences Communication Association Annual Meeting
May 7-10, 1972
Toronto, Ontario, Canada
Attended by Patricia Baker and Charles Bidwell

Media Awareness Conference
Howard University College of Medicine
May 19, 1972
Washington, D.C.
Attended by Ada Lindsey

*Maryland Educational Communications and Technology Association
Conference
May 26, 1972
Ocean City, Maryland
Attended by Patricia Baker

Primary Care Nursing Workshop
Sponsored by University of Maryland School of Nursing
June 13, 1972
Baltimore, Maryland
Attended by Patricia Baker, Ada Lindsey, Norma Leak Rawlings

National Black Science Students Organization Conference
October 19-22, 1972
New York, New York
Attended by Patricia Henry

*Project funds utilized.

*International Confederation of Midwives Conference
October 28-November 3, 1972
Washington, D.C.
Attended by Norma Leak Rawlings

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*Project funds utilized.

Exhibit IX
Reference page 11

AUTOTUTORIAL LABORATORY USER SURVEY RESULTS
December, 1972

Help us make your learning experiences in the Autotutorial Laboratory more effective. Please complete the questionnaire and return it to the box provided in the School of Nursing Lobby or to Room 200 by Wednesday, November 22, 1972.

RESPONSES RETURNED Junior Nursing Students: 123 Senior Nursing Students: 124 TOTAL: 247		% Yes	% No	% Sometimes	% No Response
1. Are the hours and days (Monday-Friday, 8:30 AM- 10:00 PM and Saturday, 9:00 AM-4:00 PM) that the Lab is open sufficient for your study needs?	Jr	81	19		
	Sr	93	6		1
	Total	87	12.5		0.5
2. Have you had any difficulty when checking out study materials?	Jr	20	78	1	1
	Sr	34	64	1	1
	Total	27	71	1	1
3. Have there been distractions in the Lab that have interfered with your studying?	Jr	5	95		
	Sr	16	79	2.5	2.5
	Total	11	87	1	1
4. Have problems with operation of the equipment interfered with your studying?	Jr	15	85		
	Sr	13	77	9	1
	Total	14	81	4.5	0.5

		% Yes	% No	% Sometimes	% No Response
5. Have you used the objectives in the Student Guides as cues to learning unit content?	Jr	79	20	1	
	Sr	66	27	5.5	1.5
	Total	73	23	3	1
6. Do you usually complete the response items provided in the Student Guides?	Jr	58	36	5	1
	Sr	74	20	3	3
	Total	66	28	4	2
7. Have the Student Guides been valuable for review?	Jr	92	4	1	2.5
	Sr	92	5	1	1.5
	Total	92	5	1	2
8. After completing the study units, are you able to achieve the objectives without using additional resources?	Jr	78	10	8	4
	Sr	64	18	13	5
	Total	71	14	11	5
9. Did you study the units when the information could be used in class or in clinical practice?	Jr	92	5		3
	Sr	88	3	6	3
	Total	90	4	3	3
10. Do you like the multimedia, self-instructional approach for learning some nursing content?	Jr	95	2.4	1	1.6
	Sr	93	5		2
	Total	94	3.5	0.5	2

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Washington, D.C.

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Largo, Maryland

St. Joseph School of Nursing
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Scottish Home and Health Department
Edinburgh, Scotland

Southern Missionary College
School of Nursing
Collegedale, Tennessee

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College of Arts and Sciences
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Towson, Maryland

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